

PROGRAMME SPECIFICATION

1	Awarding Institution/Body: University of Worcester
2	Teaching Institution: University of Worcester
3	<p>Programme accredited by: University of Worcester:</p> <p>The Non Medical Prescribing Modules are also accredited by the NMC. Awaiting the result of HPC approvals event.</p>
4	Final Award: MSc Advancing Practice
5	<p>Programme Title:</p> <p>MSc Advancing Practice with named awards in brackets as specified in the programme.</p>
6	<p>Pathways Available:</p> <p>The following pathways lead to awards as specified in the programme:</p> <ul style="list-style-type: none"> • Advanced Clinical Practice • Teacher in Health and Social Care • Managing and Leading in Health and Social Care • Mental Health • Public Health • Social Welfare • Sports Medicine • Women' Health • End of Life Care • Tissue Viability <p>In conjunction with other Masters programmes within the University:</p> <ul style="list-style-type: none"> • Domestic Violence • Nutritional Therapy
7	<p>Mode and/or Site of Delivery:</p> <p>University of Worcester site delivery unless provision is commissioned to be delivered off site.</p> <p>NB. Prior to delivering provision off site, a site visit must be undertaken and a resource checklist completed. This will not be required where the delivery is within an NHS Education Centre or an organisation that is validated to provide University of Worcester modules.</p>

Programme Management

- The programme will be managed by a Programme Leader and, in addition, each award within the course will have its own identified leader with whom the Programme Leader will liaise.
- All module and award leaders within the programme will be expected to attend the Course Committee meeting each semester.
- Normally module leaders will be UW staff and will hold Master's degrees. Where current clinical practice and expertise is an important element in the module management, clinical experts without masters degrees may lead modules in conjunction with a UW member of staff with a Master's degree, to take the academic lead in module leadership. Where module leaders do not have an MSc they often have a Postgraduate Certificate in Higher Education and the option to obtain this award is open to all Associate Lecturers.
- Non-UW professionals acting as module leaders or on module leadership teams will be associate lecturers and therefore will have access to all the resources of the University. This includes induction and briefing events on UW regulations and procedures held by AQU, and CPD activities of the CPD Academic Unit, the Institute and the University. Non-UW professionals acting as module leaders will always have a UW Senior Lecturer on their leadership teams who will lead the first running of the module shadowed by the non-UW individual. Subsequent leadership by the non-UW professional will depend on the assessment of the UW Senior Lecturer and the programme leader, of their readiness to take over. A UW Senior Lecturer will remain as a link to the module team.
- Leaders of Awards accredited by awarding bodies outside the University have semester meetings which the Programme Leader attends and have dedicated sections of the annual report.
- At the end of the running of each module the Programme Leader receives summaries of evaluations and actions to be taken as well as statistical information including the reasons for student attrition from the module leader.
- The Programme Leader attends the University's Master's Programme Leader's Forum each semester.

8	Mode of Attendance: Full or Part Time
9	UCAS Code: Not applicable
10	Subject Benchmark Statement: HPC and NMC benchmarks apply to some part of the programme.
11	Date of Programme Specification Preparation/Revision: August 2007, revised February 2011
12	<p>Educational Aims of the Programme</p> <p>The Masters in Advancing Practice has been designed to be multidisciplinary and to meet the Continuing Professional Development (CPD) and Life Long Learning (LLL) needs of the whole range of health, social care and social welfare workers well as assisting potential health, social care and social welfare workers to understand their chosen discipline. It aims to provide:</p> <ul style="list-style-type: none"> • a flexible, multi professional, multidisciplinary student centred route to higher level academic study; • a stimulating environment based on the values of academic openness and critical appraisal; • intellectual challenge through the promotion of critical analysis, evaluation and problem solving to enable students to develop confidence in: <ul style="list-style-type: none"> ○ appraising and researching health and social care practices ○ shaping future health and social care provision and delivery by challenging and enhancing current practice and approaches; • advancement of skills through critical reflection, critique and synthesis to inform evidence based practice; • a critical appreciation of varying perspectives and values of health and social care professionals, service users, carers and lay cultures; • an opportunity to design and conduct a substantive personal project related to personal or organisational need, or a combination of both; • increased opportunities for career advancement.
13	<p>Intended Learning Outcomes and Learning, Teaching and Assessment Methods</p> <p>13.1 Learning Outcomes</p> <p>Knowledge and Understanding</p> <p>At the end of a postgraduate certificate programme, students will, as a minimum*, be able to:</p>

- Explain the epistemological underpinnings of their discipline as well the conceptual background of the developments and policies they discuss.
- Demonstrate a critical appreciation of the interface between political agendas and the provision and delivery of health and social care.
- Demonstrate the advanced knowledge, skills and competencies required within the health, social care and welfare arenas.
- Demonstrate self-awareness and a critical understanding of their own and others perspectives and values within health, social care and welfare and the relevance of these differing perspectives to practice.
- Engage in debates relevant to own area of practice.
- Develop coherent and sustained arguments leading to logical conclusions.

Intellectual Skills

At the end of a postgraduate certificate programme, students will as a minimum* be able to:

- Deal with complex issues systematically and creatively.
- Apply the concept of evidence based practice to their understanding of work in health and welfare, their own practice and to the delivery of services.
- Apply reflective and critical skills to their own understanding and practice.

Transferable Skills

At the end of a postgraduate certificate the programme, students will, as a minimum*, be able to:

- Assess, plan, meet and evidence the achievement of personal learning goals.
- Organise their own time effectively to meet both personal and organisational and professional commitments.
- Critically reflect on own knowledge skills and competence to inform personal development planning.
- Make decisions in complex and unpredictable situations.

* This will depend on the modules undertaken by the student

On achieving the postgraduate diploma, student's will be able to demonstrate all of the above plus:

- Critically analyse a variety of research methodologies and apply them appropriately to their discipline.
- Consolidate communication and dissemination skills through a range of methods and media, demonstrating high standards of clarity and

coherence.

- Systematically analyse a range of complex issues that influence the provision and delivery of health, social care and welfare.

By the end of the MSc programme students will be able to demonstrate all the above plus:

- Independently design, manage, undertake and evaluate an individual research or review project relating to health, social care and welfare to the rigorous standards of advanced scholarship demonstrating the critical analysis skills and argumentation skills acquired as above.

13.2 Teaching and Learning Methods

Many modules use group work in the form of debate, especially in relation to policy and other text based materials; sharing of experience; and group activity in terms problem solving exercises. In relation to this some modules utilise Enquiry based learning.

E- learning: Most modules have an E-Learning element with minimal discussion of texts and ideas on line. Other modules utilise video clips and other web linked resources. Modules which include such blended learning or which are delivered wholly online have been developed in line with the University's ['Quality Standards for Flexible and Distributed Learning \(including distance and e-learning\)'](#).

Lead lectures are used where required.

All modules emphasise self directed autonomous learning with students applying learning outcomes and content to their own particular speciality, discipline and, where relevant, practice, with subsequent discussion to compare and contrast experiences with other professionals and disciplines.

All the above teaching and learning methods are in the context of the current emphasis on interprofessional and interagency learning and working; the need to develop self directed learners and to create modes of learning which fit in with busy professional lives.

Many modules focus on the teaching of specific practical skills whilst all the modules, because of the applied and vocational focus of the programme, will be applying theory to practice situations by the means of experiential, discussion, scenario and enquiry based learning.

13.3 Assessment Methods

A range of assessment methods are used to provide students with the maximum opportunity to achieve success. These include: essays, critiques and analyses which encourage critical thinking; assessment by enquiry based learning; individual and group seminar presentations;

poster presentations; reflective accounts which help to develop self awareness; competency based assessment; case studies and presentations of cases; observed structured clinical examinations and various modules utilise portfolio approaches to assessment.

In negotiated modules students can design a mode of assessment most suited to their project.

14 Assessment Strategy

The assessment strategy has been designed, primarily, to provide students with the opportunity to demonstrate their achievement of the modular learning outcomes through the use of a multifaceted range of assessment items. A range of assessment techniques have been utilised to maximise the students likelihood of success.

Formative assessment approaches are utilised as appropriate to the module and at the discretion of the module leader. Summative assessments are constructively aligned with the stated learning outcomes.

Where there is more than one assessment item within a module, each item is given a weighting and, unless stated otherwise, there will be compensation across all the assessments within a module. It is important to acknowledge that some modules required students to give evidence of their achievement of clinical competencies within practice settings or a simulated practice environment. Where this type of assessment is utilised, there will be a pass/fail awarded as such assessments confirm the individuals are safe or not safe to practice.

Where appropriate, assessment items will be marked anonymously, a sample moderated and a range of assessments forwarded to the external examiner. In instances where anonymous marking is not appropriate e.g. a seminar presentation, or dissertation, this will be identified within the assessment strategy for each module. All modules will be marked in accordance with the MSc Advancing Practice marking criteria.

Assessments which form part of modules which are part of awards owned by other Departments in the University will be ratified at that Department's Examination Board.

Assessment is conducted in accordance with the Institutes policy on Assessment which is based on the [University policy](#).

MODULES	Essay Report Project	Exam OSCE	Personal Development Plan Portfolio of Evidence	Critical Review/ Analysis/ Reflection – Case Study	Practice Related	Seminar/ Presentation/ - Paper	Enquiry Based Learning	Research Proposal/ Critiques	Advanced Independent Study	Learning Contract
MANDATORY										
MASH4001	√									
MASH4002								√		
MASH4003						√		√		
MASH4012, 13 or 14									√	
OPTIONAL										
MASH4005										√
MASH4006										√
MASH4007										√
MASH4008										√
MASH4016	√					√ (O/L)				
MASH4017		√	√							
MASH4018	√	√		√						
MASH4020		√	√		√					
MASH4021		√	√			√	√			
MASH4025		√	√			√				
MASH4030										√
MASH4031										√
MASH4032										√
MASH4036	√									
MASH4042			√							
MASH4047				√	√					
MASH4048							√			
MASH4060	√					√ (O/L)				
MASH4061	√					√ (O/L)				
MASH4080	√									
MASH4081			√							
MASH4090						√				
MASH4100	√									
MASH4101	√									
MASH4120	√									
MASH4121	√									
MASH4122	√									
MASH4123	√					√				
MASH4140	√			√						

15 Programme Structures and Requirements

The MSc Advancing Practice requires the successful completion of 180 credits at level 7. In addition to achieving the overall masters degree, students can opt to study for a particular named award as detailed in Table 2 below. The course is modular in structure and students may select to study on a full or part time basis for a Postgraduate Certificate which requires the successful completion of 60 credits, Postgraduate Diploma, which requires the successful completion of 120 credits or the Masters award which requires the successful completion of 180 credits.

It is intended that full time students will normally complete the course in three semesters or one calendar year with part time students completing in a minimum of five semesters, over 2.5 years.

Modules within the course are either mandatory or optional. The mandatory modules are 2 in number, plus the dissertation, however, there may be other mandatory modules required specific to the named award to be achieved. Furthermore, where a student intends to conduct a piece of empirical research for their dissertation, the study must be worth 60 credits – 3 modules.

Modules will be worth 10, 20, 40, 60 or 80 level 7 credits within the overall provision.

Dissertation

60 and 80 credit modules relate to the dissertation only. The majority of the modules are set at 20 credits. Guidance in understanding the implications involved in choosing the length of the dissertation will be provided in the student handbook.

Negotiated Learning Modules

The negotiated learning modules provide a way for students to design a module's learning outcomes and assessment to meet their specific needs; this is especially useful when the students first choice of module is not available in that semester. The group negotiated learning module enables employers or specified groups (e.g. a ward team) to undertake a project or an aspect of learning specific to their needs as they or their employer identifies.

Awards which belong to other departments of the University will continue to be wholly owned by those departments and students undertaking such awards as part of this programme will be subject to the 'owning' department's rules and Examination Boards.

Undertaking Postgraduate certificates or modules from these certificates, from other departments allows the student to encompass these certificates

within a whole MSc where an MSc in the subject does not currently exist. Where the postgraduate certificate is already part of another MSc (e.g. Nutritional Therapy) this plan enables the student to study a part of the original programme and adapt it to their MASH studies where undertaking the whole MSc in the specialist subject would not be appropriate.

Negotiated Learning Modules and Named Awards

From January 2011 negotiated learning modules may contribute towards named awards. Approved negotiated learning modules can replace taught option modules. Negotiated learning module contracts which are to contribute to named awards must be approved by the named award leader. The dissertation must also be approved by the named award leader.

15.1 Mandatory Modules

- MASH4001 Challenging and Enhancing Service Delivery *
- MASH4002 Research Methods
- MASH4003 Planning for Research
- MASH4012 Dissertation (two modules) or
- MASH4013 Dissertation (three modules) or
- MASH4014 Dissertation (four modules)

*It will normally be the requirement that this module will be the first module studied by students on entry to the Masters programme.

15.2 Optional Modules

- MASH4005 Negotiated Learning 1a
- MASH4006 Negotiated Learning 1b (double module)
- MASH4007 Negotiated Group Learning 1c
- MASH4008 Negotiated Group Learning 1d (double module)
- MASH4030 Negotiated Group Learning 1a
- MASH4031 Negotiated Group Learning 1b
- MASH4032 Negotiated Group Learning 1c
- MASH4016 Contemporary Issues in Sexual Health
- MASH4017 Neonatal Health Assessment (double module)
- MASH4018 Anticoagulation in Primary Care
- MASH4020 Advanced Adult Health Assessment (double module)*
- MASH4021 Non Medical Prescribing (double module)*
- MASH4025 The Management of Long Term Conditions
- MASH4036 Strategies Developments in Health and Social Care
- MASH4047 Context of Learning and Leading Learning
- MASH4048 Facilitating Learning
- MASH4060 Women's Health in the 21st Century*
- MASH4061 Women and Public Health*
- MASH4080 Advancing Recovery Based Principles and Strategies in

Mental Health*

- MASH4081 Developing Successful Integrative Interventions in Enduring Mental Illness*
- MASH4100 Leading and Managing People*
- MASH4101 Managing Change and Innovation*
- MASH4120 Exploring Public Health Through Evidence*
- MASH4121 Public Health in a Global Context*
- MASH4122 Ethics of Public Health*
- MASH4123 Individual Project Management*
- MASH4140 Joint Working: Partnership and Collaboration*
- MASH4141 Service User and Carer Involvement*
- MASH4142 Implementing Health and Welfare Policy*
- MASH4143 Ideological Perspectives and the Practice and Provision of Welfare*
- MASH4150 Sports and Exercise Medicine (double module)*
- MASH4160 Advanced Wound Care and Management*
- MASH4161 Challenges of Tissue Viability and End of Life Care*
- MASH4162 Infection Control and Tissue Viability*
- MASH4170 Managing End of Life Care*
- MASH4171 Advanced Pain and Symptom Management in End of Life Care*
- MASH4172 Psychosocial Issues in End of Life Care*
- MASH4173 Advanced Communication Skills*
- BUSM4151 Financial Management*
- BUSM4152 Organisational Management*
- BUSM4162 International Human Resource Management*
- BUSM4163 Human Resource Management*
- MDVM4001 Theoretical Perspectives on Gender, Violence and Interpersonal Relationships*
- MDVM4002 The Cost of Domestic Violence*
- MDVM4003 Recognition and Response*
- MPSY4060 Assessing Lifestyle (assessment and measurement issues)*
- MPSY4061 Changing Lifestyle (groups and communities)*
- MPSY4062 Changing Lifestyle (individuals)*
- NUTH4011 Masters Skills for Nutritional Therapy and Diet Therapy *
- NUTH4012 Diet Therapy 1*
- NUTH4013 Diet Therapy 2*

The modules marked * are indicative of an award specific optional module, however, students who are not aiming for that award, may take an award specific module as an optional module if their programme of study allows for this.

** These will be subject to validation by the appropriate regulatory bodies.

15.3 Attendance Requirements

It is expected that students will attend all sessions delivered on the campus. The rationale for this being that a large amount of learning on the programme depends on discussion between participants, has been emphasised as valuable by students on evaluation, and modules groups tend to be small.

However, each module indicates the specific attendance requirements for that module.

15.4 Generic and Named Awards

15.4.1 Generic Masters Award

Students who successfully complete the 2 mandatory modules (40 Credit points), a minimum of a 2 modular dissertation and a further 5 modules will be entitled to the award of MSc Advancing Practice.

15.4.2 Named Masters Awards

To achieve a named award, students must complete:

- 2 mandatory modules
- A minimum of 2 named award modules
- A dissertation of at least 2 modules*

*The dissertation must be related to the subject area of the named award.

The named award in Advanced Clinical Practice will be:

“MSc Advancing Practice
(Advanced Clinical Practice)”.

Students will be required to complete MASH4001, 4002, 4020, 4021 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for End of Life Care will be:

“MSc Advancing Practice
(End of Life Care)”.

Students will be required to complete MASH4001, 4002, a minimum of any 2 End of Life Care modules and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award in Managing and Leading in Health, Social Care and Social Welfare will be:

“MSc Advancing Practice (Managing and Leading in Health,

Social Care and Social Welfare)”.
Students will be required to complete MASH4001, 4002, a minimum of any 2 modules from the award specific Managing and Leading selection and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Mental Health will be:

“MSc Advancing Practice
(Mental Health)”.

Students will be required to complete MASH4001, 4002, 4080, 4081 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Public Health will be:

“MSc Advancing Practice
(Public Health)”.

Students will be required to complete MASH4001, 4002, the 2 public health modules MASH4120, MASH4123 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Social Welfare will be:

“MSc Advancing Practice (Social Welfare)”.

Students will be required to complete MASH4001, 4002, a minimum of 2 modules from the Social welfare specific modules and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Sport and Exercise Medicine will be:

“MSc Advancing Practice
(Sport and Exercise Medicine)”

Students will be required to complete MASH4001, 4002, 4150 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award in Teacher in Health and Social Care will be:

“MSc Advancing Practice (Teacher in Health and Social Care)”.

Students will be required to complete MASH4001, 4002, 4045, 4046, 4047 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Tissue Viability will be:

“MSc Advancing Practice
(Tissue Viability)”.

Students will be required to complete MASH4001, 4002, a minimum of any 2 tissue viability modules and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Women’s Health will be:

“MSc Advancing Practice
(Women’s Health)”.

Students will be required to complete MASH4001, 4002, 4060, 4061 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Long Term Conditions will be:

“MSc Advancing Practice (Long Term Conditions)”.

Students will be required to complete MASH4001, 4002, 4025 and the remaining credit points to an overall 180 credits to include the Dissertation.

Modules and Named Awards from other Postgraduate Courses**The named award for Diet Therapy will be:**

“MSc in Advancing Practice
(Diet Therapy)”.

Students will be required to complete MASH4001 and MASH 4002; NUTH4011 NUTH4012, NUTH4013 and the remaining credit points to an overall 180 credits to include the Dissertation.

The named award for Dynamics of Domestic Violence will be:

“MSc in Advancing Practice (Dynamics of Domestic Violence)”.

Students will be required to complete MASH4001 and MASH4002; MDVM4001, MDVM4002, MDVM4003 and the remaining credit points to an overall 180 credits to include the Dissertation.

15.5 Requirements for Interim Awards

15.5.1 For the award of a Generic Postgraduate Diploma in Advancing Practice:

Students must successfully complete six modules:
The 6 modules must include MASH4001 and 4002 and 4 other modules, which must not include the Dissertation.

15.5.2 Named Postgraduate Diploma Award

To achieve a named award, students will normally be required to complete six modules:

- 2 mandatory modules MASH4001 and 4002, a minimum of 2 modules from the named award selection, and 2 other modules that do not include the Dissertation Modules.

Postgraduate Diploma in Advancing Practice (Advanced Clinical Practice)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4020 and 4021 from the named Advanced Clinical Practice award selection.

Postgraduate Diploma in Advancing Practice (End of Life Care)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, a minimum of any 2 End of Life Care modules from the End of Life Care award selection.

Postgraduate Diploma in Advancing Practice (Managing and Leading in Health and Social Care)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, 2 modules from the named Managing and Leading in Health and Social Care award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Mental Health)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4080, 4081

from the named Mental Health award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Public Health)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001, MASH4002, a minimum of any 2 Public Health modules from the Public Health award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Social Welfare)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, 2 modules from the named Social Welfare award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Sport and Exercise Medicine)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4150 and 2 other modules from the Sport and Exercise Medicine award selection.

Postgraduate Diploma in Advancing Practice (Teacher in Health and Social Care)

To achieve a named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, 4045, 4046, 4047 from the named Teacher in Health and Social Care award selection and 1 other module.

Postgraduate Diploma in Advancing Practice (Tissue Viability)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, a minimum of any 2 Tissue Viability modules from the named Tissue Viability award selection and 1 other module.

Postgraduate Diploma in Advancing Practice (Women's Health)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4060, 4061 from the named Women's Health award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Long Term Conditions)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4025 from the named Long Term Conditions award selection and 2 other modules.

Postgraduate Diploma in Advancing Practice (Adult Health Assessment)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4020 and any other two modules.

Postgraduate Diploma in Advancing Practice (Non-Medical Prescribing)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, MASH4021 and any other two modules.

Named Postgraduate Diploma Award using modules from other Masters Courses

Postgraduate Diploma in Advancing Practice (Diet Therapy)

To achieve a named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, 3 from the named Nutritional Therapy award selection and 1 other module.

Postgraduate Diploma in Advancing Practice (Dynamics of Domestic Violence)

To achieve the named award, students will normally be required to complete:

2 mandatory modules MASH4001 and 4002, 3 from the named Domestic Violence award selection and 1 other module.

15.5.3 Generic Postgraduate Certificate in Advancing Practice

To achieve the generic award, students must successfully complete three modules:

The three modules will normally include MASH4001 and two other modules.

15.5.4 Named Postgraduate Certificate Award in Advancing Practice

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and 2 modules from the named award selection.

Postgraduate Certificate in Advancing Practice (End of Life Care)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and any 2 modules from the End of Life Care award selection.

Postgraduate Certificate in Advancing Practice (Managing and Leading in Health and Social Care)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and 2 modules from the named Managing and Leading in Health and Social Care award selection.

Postgraduate Certificate in Advancing Practice (Mental Health)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and 2 modules from the named Mental Health award selection.

Postgraduate Certificate in Advancing Practice (Public Health)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and a minimum of any 2 Public Health modules from the Public Health award selection.

Postgraduate Certificate in Advancing Practice (Social Welfare)

To achieve the named award, students will normally be required

to complete 3 modules:

MASH4001 and 2 modules from the Social Welfare award selection.

Postgraduate Certificate in Advancing Practice (Sport and Exercise Medicine)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and 2 modules from the named Sport and Exercise Medicine award selection.

Postgraduate Certificate – Teacher in Health and Social Care

To achieve the named award, students will be required to complete 3 modules:

MASH4047 and MASH4048 (double module).

Please note – this is a stand alone Postgraduate Certificate which leads to a recordable qualification with the NMC.

Postgraduate Certificate in Advancing Practice (Tissue Viability)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and any 2 modules from the Tissue Viability award selection.

Postgraduate Certificate in Advancing Practice (Women's Health)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and 2 modules from the Women's Health award selection.

Postgraduate Certificate in Advancing Practice (Adult Health Assessment)

To achieve the name award, students will normally be required to complete 3 modules:

MASH4001 and MASH4020 (double module)

Postgraduate Certificate in Advancing Practice (Non-Medical Prescribing)

To achieve the named award, students will normally be required to complete 3 modules:

MASH4001 and MASH4021 (double module)

15.6 Individual Programme of Study:

Students are responsible for compiling and obtaining approval for their individual programme of study. Responsibility for approval lies with the Programme Leader and programme team.

Students will normally complete MASH4001 before undertaking any other modules or, in the case of full time students, at the same time as other modules.

Negotiated Learning Modules

Students may use a negotiated learning module within a named award selection, if the named award leader agrees that the content of the negotiated learning is reflective of the named award.

MSc Advancing Practice

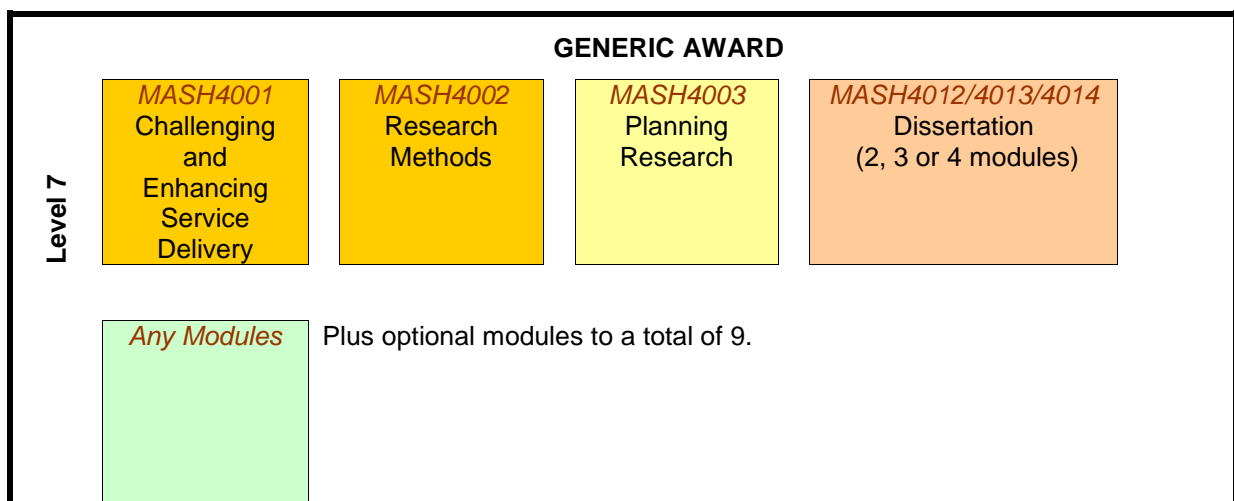
Award Map of Named Masters Awards

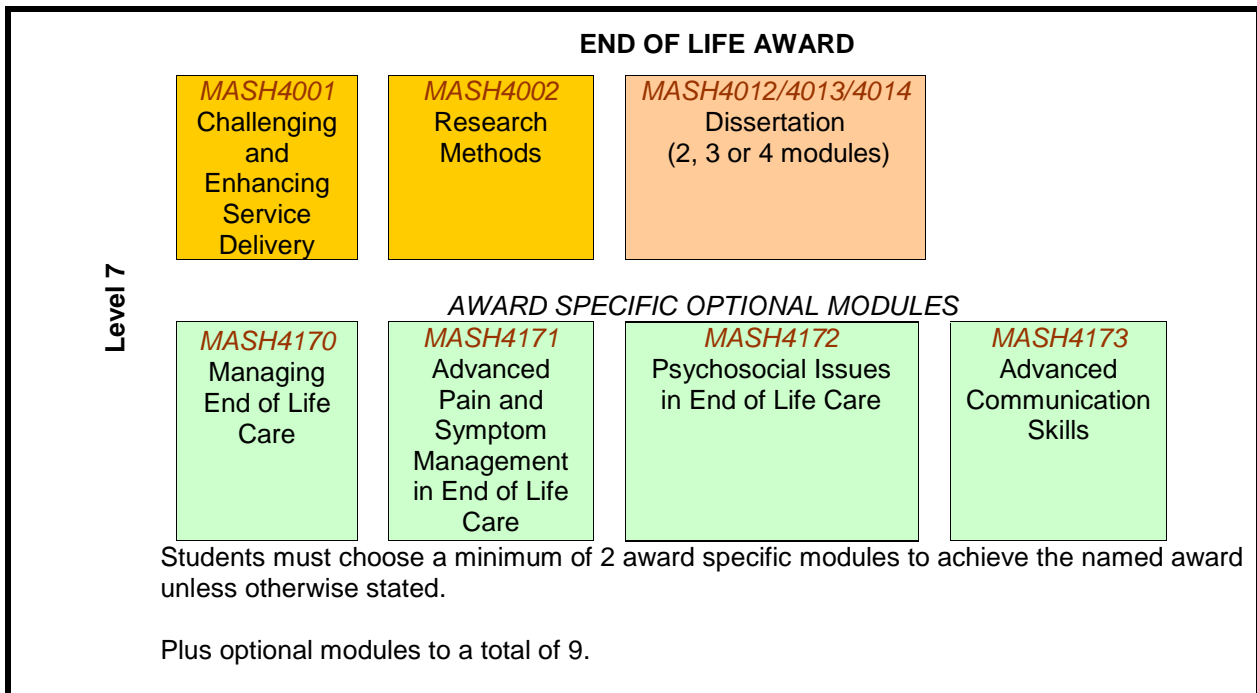
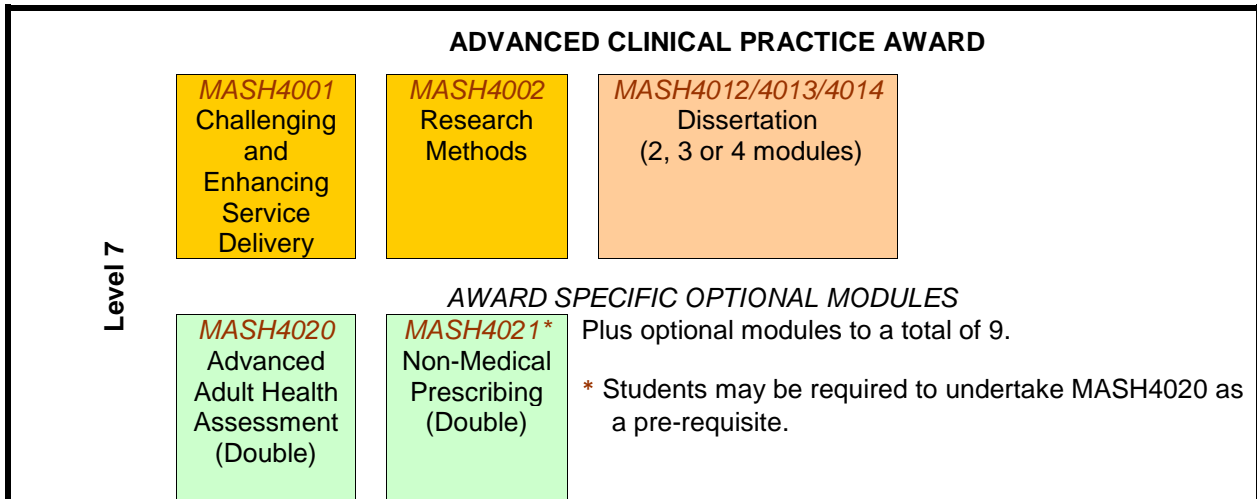
Students must achieve a total of 9 modules.

Students must undertake at least 2 award specific optional modules or more where this is indicated.

KEY

- Mandatory for all awards
- Mandatory for students intending to undertake empirical research. Optional for other students.
- The subject of the Advanced Independent Study must be related to the named award and approved by the award leader.
- Award specific optional modules – **Students must choose a minimum of 2 award specific modules to achieve the named award unless otherwise stated.**





MANAGING AND LEADING IN HEALTH AND SOCIAL CARE AWARD

Level 7	<i>MASH4001</i> Challenging and Enhancing Service Delivery	<i>MASH4002</i> Research Methods	<i>MASH4003</i> Planning Research	<i>MASH4012/4013/4014</i> Dissertation (2, 3 or 4 modules)		
AWARD SPECIFIC OPTIONAL MODULES						
	<i>MASH4100</i> Leading and Managing People	<i>MASH4101</i> Managing Change and Innovation	<i>BUSM4151</i> Financial Management	<i>BUSM4152</i> Organisation Management	<i>BUSM4163</i> Human Resource Management	or <i>BUSM4162</i> International Human Resource Management

Students must choose a minimum of 2 award specific modules to achieve the named award unless otherwise stated.

Plus optional modules to a total of 9.

N.B. BUSM4152 Organisation management is a pre-requisite for MASH students who wish to take either BUSM4163 Human Resource Management or BUSM4162 International Human Resource Management

MENTAL HEALTH AWARD

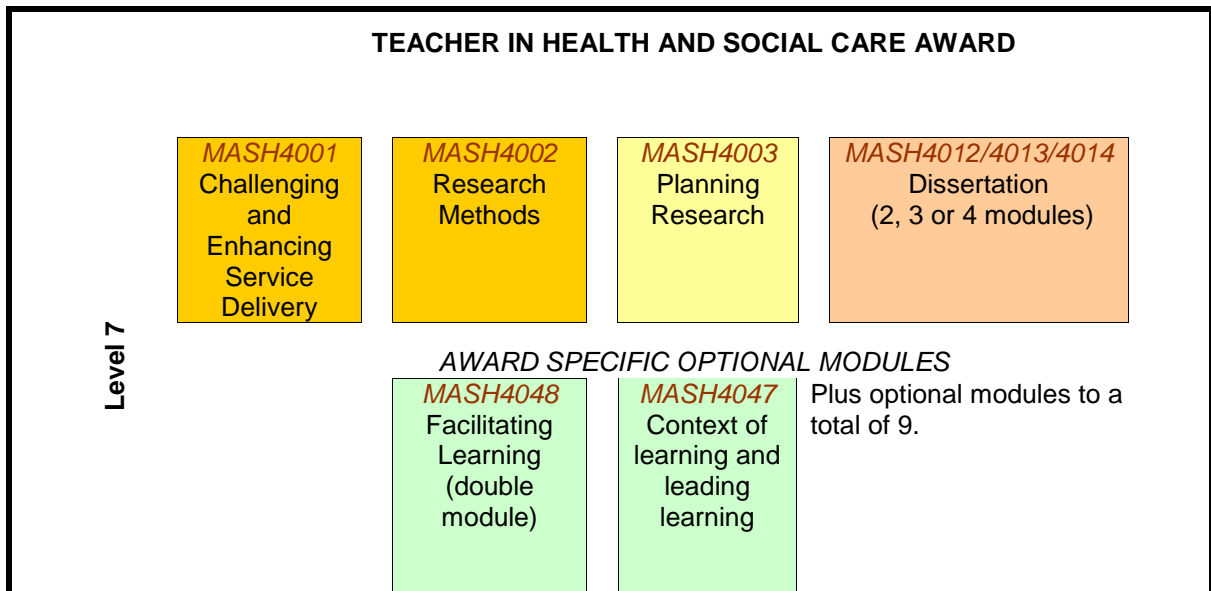
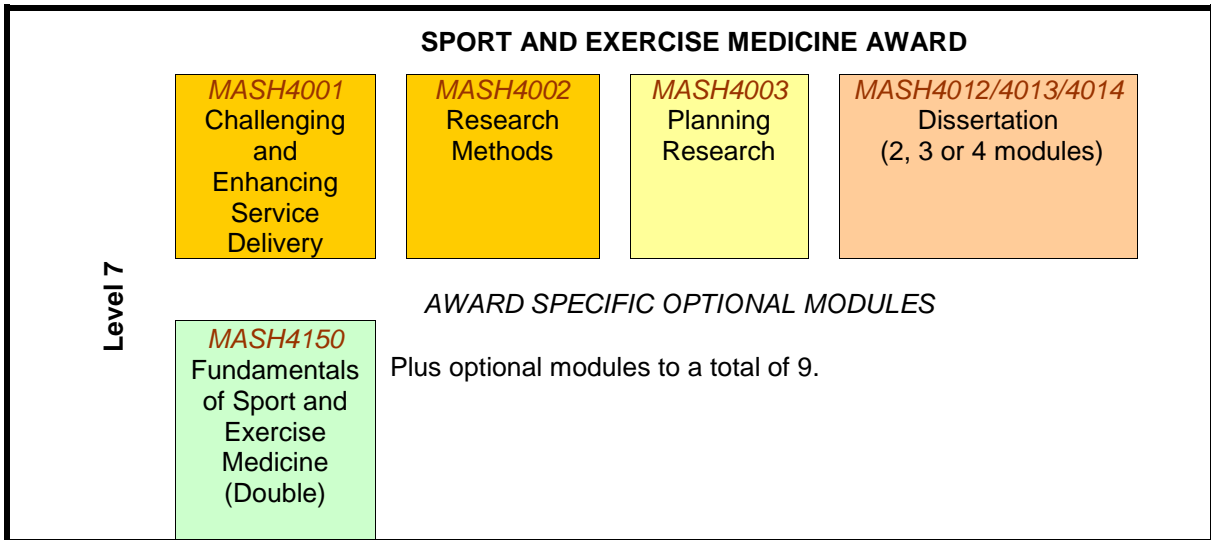
	<i>MASH4001</i> Challenging and Enhancing Service Delivery	<i>MASH4002</i> Research Methods	<i>MASH4003</i> Planning Research	<i>MASH4012/4013/4014</i> Dissertation (2, 3 or 4 modules)		
Level 7	AWARD SPECIFIC OPTIONAL MODULES					
	<i>MASH4080</i> Advancing Recovery Based Principles and Strategies in Mental Health	<i>MASH4081</i> Developing Successful Integrative interventions in Mental Illness	Plus optional modules to a total of 9.			

PUBLIC HEALTH AWARD

Level 7	MASH4001 Challenging and Enhancing Service Delivery	MASH4002 Research Methods	MASH4003 Planning Research	MASH4012/4013/4014 Dissertation (2, 3 or 4 modules)
	<i>AWARD SPECIFIC OPTIONAL MODULES*</i>			
	MASH4120 Exploring Public Health through Evidence	MASH4123 Individual Project Management		
Plus optional modules to a total of 9.				

SOCIAL WELFARE AWARD

Level 7	MASH4001 Challenging and Enhancing Service Delivery	MASH4002 Research Methods	MASH4003 Planning Research	MASH4012/4013/4014 Dissertation (2, 3 or 4 modules)
	<i>AWARD SPECIFIC OPTIONAL MODULES</i>			
	MASH4140 Joint Working: Partnership and Collaboration	MASH4141 User and Care Involvement	MASH4142 Implementing Health and Welfare Policy	MASH4143 Ideological Perspectives and the Practice and Provision of Welfare
Students must choose a minimum of 2 award specific modules to achieve the named award unless otherwise stated.				
Plus optional modules to a total of 9.				



TISSUE VIABILITY AWARD

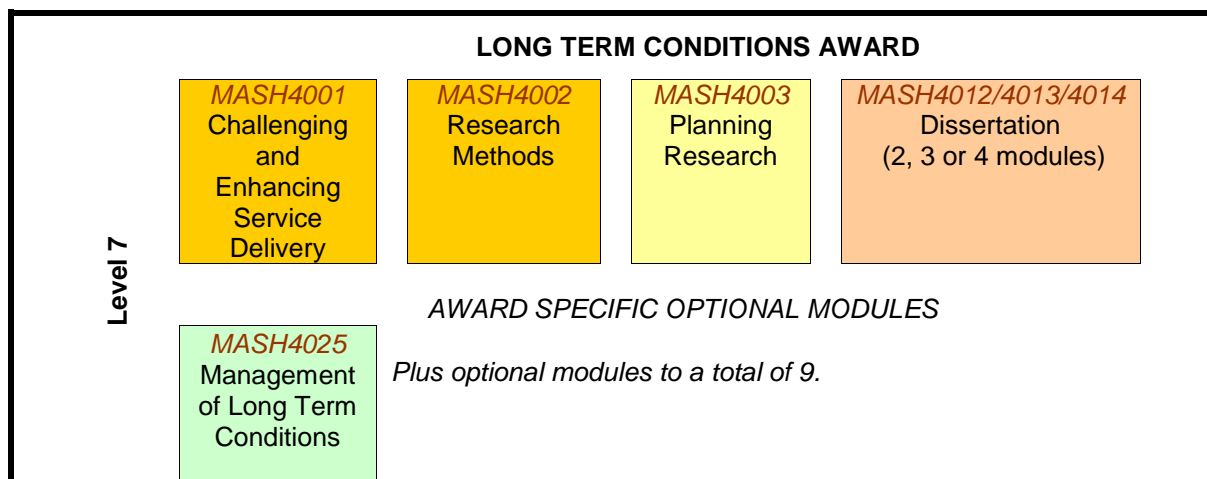
Level 7	MASH4001 Challenging and Enhancing Service Delivery	MASH4002 Research Methods	MASH4012/4013/4014 Dissertation (2, 3 or 4 modules)
	<i>AWARD SPECIFIC OPTIONAL MODULES</i>		
	MASH4160 Advanced Wound Care and Management	MASH4161 Challenges of Tissue Viability and End of Life Care	MASH4162 Infection Control and Tissue Viability

Students must choose a minimum of 2 award specific modules to achieve the named award unless otherwise stated.

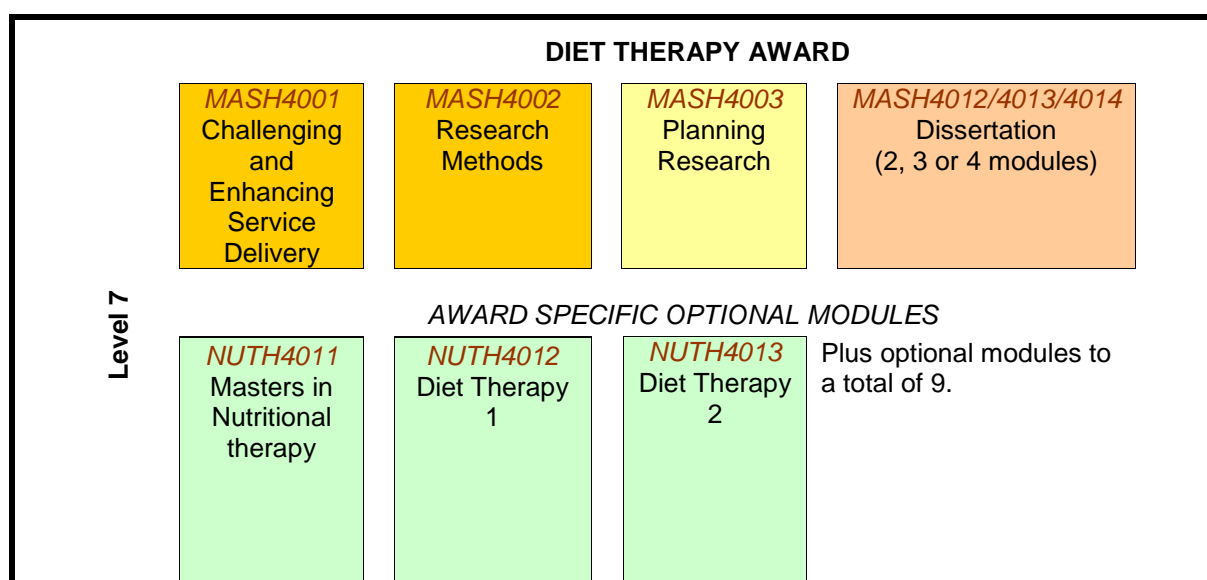
Plus optional modules to a total of 9.

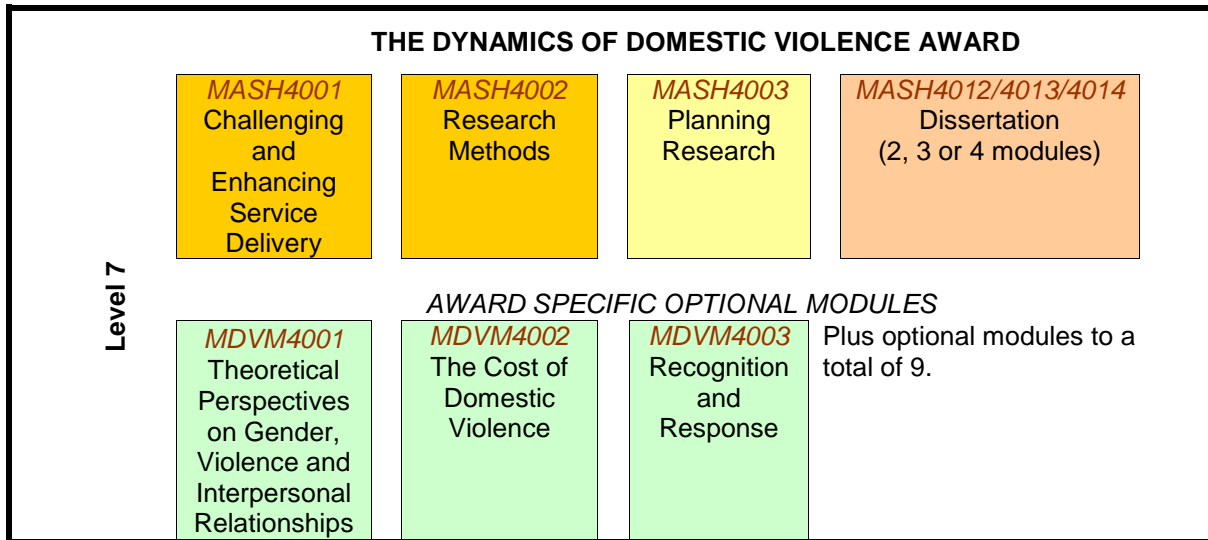
WOMEN'S HEALTH AWARD

Level 7	MASH4001 Challenging and Enhancing Service Delivery	MASH4002 Research Methods	MASH4003 Planning Research	MASH4012/4013/4014 Dissertation (2, 3 or 4 modules)
	<i>AWARD SPECIFIC OPTIONAL MODULES*</i>			
	MASH4060 Women's Issues in the 21 st Century	MASH4061 Women and Public Health	<i>Plus optional modules to a total of 9</i>	



AWARDS BASED ON MODULES FROM OTHER PROGRAMMES





MASH 4003 will only be required where an empirical research dissertation is planned.

Table 1: Overall Table of Masters Awards Using Modules from other Programmes

DIET THERAPY	THE DYNAMICS OF DOMESTIC VIOLENCE	CHANGING HEALTH BEHAVIOURS
Challenging and Enhancing Service Delivery (MASH4001)	Challenging and Enhancing Service Delivery (MASH4001)	Challenging and Enhancing Service Delivery (MASH4001)
Research Methods (MASH4002)	Research Methods (MASH4002)	Research Methods (MASH4002)
Masters in Nutritional Therapy (NUTH4011)	Theoretical Perspectives On Gender, Violence and Interpersonal Relationships (MDVM4001)	Assessing Lifestyle (assessment and measurement issues) (MPSY4060)
Diet Therapy 1 (NUTH4012)	The Cost of Domestic Violence (MDVM4002)	Changing Lifestyle (groups and communities) (MPSY4061)
Diet Therapy 2 (NUTH4013)	Recognition and Response (MDVM4003)	Changing Lifestyle (individuals) (MPSY4062)
Planning Research (MASH4003)	Planning Research (MASH4003)	Planning Research (MASH4003)
Dissertation (2, 3 or 4 Module Dissertation) (MASH4012, 4013 or 4014)	Dissertation (2, 3 or 4 Module Dissertation) (MASH4012, 4013 or 4014)	Dissertation (2, 3 or 4 Module Dissertation) (MASH4012, 4013 or 4014)

** Students can opt to take a two, three or four modular Dissertation subject to the requirements of the named award.

16 QAA Academic Infrastructure

The programme meets the requirements of the Framework for Higher Education Qualifications in respect of masters level qualifications.

In addition a number of key documents have informed this programme:

- The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process (Department of Health 2004)*
- Competencies for Advanced Practice (NMC 2006)
- Code of practice for the assurance of academic quality and standards in higher education: Placement learning (QAA 2004 – Under revision)
- Department of Health and Nursing and Midwifery Council/Health Professions Council guidance on Non Medical Prescribing.

* Where appropriate, modules have been mapped against the KSF.

17 Support for Students

A full range of support for students is available within the University and further information can be found [here](#).

Specific to the programme:

Students are normally invited to attend for interview to enable them to meet the course team and to ask any questions to ensure they undertake the course and named award specific to their needs.

Prior to commencing the course, students are invited to attend an induction day that will familiarise them with the University, the IHSCP and the course. All students are allocated a personal tutor for the duration of the course.

In respect of modules with a clinical practice component additional support will be available via work based mentors.

International students have full access to the learning resources of the [University Language Centre](#).

18 Admissions Policy, Criteria and Procedures

The programme is open to professionals and non-professionals. The vocational and applied ethos of the programme does not preclude those who are not currently practicing (unless specifically required by the module). The programme has been designed to be of interest to practitioners and potential practitioners.

The programme is open to International Students who are interested in learning general principles of Health, Social Welfare and Social Care practice and theory and their application in a Western Context, the programme emphasises the application of knowledge to individual practice and students will be assisted in applying new knowledge to their own cultural context.

To facilitate this transition International Students will only be able to enter the programme in September each year and will be offered an Institute International Induction programme, which will supplement the University International Induction programme, focussing on Health and Social Care terminology and organisation both within the UK and the University. This will consist of a study skills audit, introduction to the University of Worcester, Masters level study skills, introduction to their personal tutors, and other topics to meet their identified needs. The Institute has its own designated International Coordinator who will facilitate this process.

Applicants should understand that not all modules or all awards will run every year.

General admission requirements for entry to the programme are:

- An honours degree preferably in a subject associated with health, social care or social welfare or equivalent professional qualifications, experience and evidence of continuing professional development.
- Some modules/awards may require specific entry criteria if they are associated with awards from a regulatory body such as the NMC or HPC.
- An informal phone or face to face interview with the Programme and Award Leader may be proposed particularly where students have non traditional entry criteria. The purpose of this is to have an exchange of information to ensure that applicants understand the demands of Masters level study. This is face to face where possible but this may be by phone and in the case of International students it may be conducted by a third party who is approved by the Programme Leader.
- Applicants with non traditional entry criteria may be required to undertake a piece of work to ascertain if the programme will be appropriate for them.
- International students must hold a qualification equivalent to a UK first or second class honours degree
- All International student for who English is not their first language are required to achieve IELTS 6.5 or equivalency (UW admission criteria) In addition, normally, students will be required to undertake the module “English for Specific Purposes – Health and Social Care” during the University Induction period. This module has already been validated as part of the International Foundation Diploma.

18.1 Accreditation of Prior Learning (APL)

Students may seek APL in accordance with the University and IHSCP APL procedures, within the parameters set out within the University

Postgraduate Regulatory Framework.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111 or see the [APEL policy](#) on the University Website.

19 Methods for evaluating and improving the quality and standards of teaching and learning

All modules are subject to a modular evaluation that includes an action plan to address any issues identified by the students, module leader or others contributing to the module. This is normally undertaken by the module leader who collates the evaluation results and forwards them to the Programme Leader and thereafter to the Institute's Quality Assurance Committee. In addition, the results of evaluations are a standing agenda item for the associated Course Committee meetings.

In the case of modules/awards where the provision is funded by way of a Department of Health post registration contract evaluations will be reported to the IHSCP Quality Steering Group. In addition, module evaluations play a key role in the development of the Course Annual Evaluation Report.

Evaluations and other issues concerning awards leading to a recordable qualification from a regulatory body are discussed at specific semester meetings with the Award Leader and Programme Leader present.

The IHSCP has appointed a principal lecturer with specific responsibility for Staff Development to facilitate developmental activities for staff to enhance their approaches to learning and teaching. The staff development and review process informs the nature of staff development activities. Module leaders are encouraged to attend the appropriate national conferences in their speciality.

Feedback from local health, social care and social welfare providers is, in the main, positive reflecting the currency of the material taught and the skills developed by practitioners where this is appropriate. In addition, it is felt that students increase their confidence and are more able to justify the decisions they make and challenge colleagues in the light of the available evidence.

Peer observation provides an opportunity for staff to receive feedback on their approaches to learning and teaching that can be used to further develop these skills.

Further opportunities for students to provide evaluative comments are available via their attendance at:

The Students Forum
Course Committees
Quality Steering Group Meetings

Representatives from the IHSCP attend both the Masters Programmes Forum and the University Postgraduate Board of Studies. This ensures the course

team can highlight issues with colleagues, registry and the academic quality unit and in turn feedback any proposed changes or issues to the course team. In addition, provision that has been approved by a regulatory body may be part of that organisations Annual Evaluation process and student representation will be required as part of such activity.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules may have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see [PRF](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standard of its awards. The University will be audited next in 2011.

The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver excellent inclusive higher education.

The University of Worcester holds the Investors in People kite mark - renewed in 2008.

In 2002, the Department of Health funded provision at both pre and post qualifying levels was reviewed. The was part of a prototype review testing a proposed new method of major review in respect of Department of Health funded programmes. This review identified "From the instances of good practice identified throughout the audit, the University College is particularly commended for:

- the care and thoroughness with which the institution has responded to a range of external developments, such as QAA's Code of Practice and the subject benchmarking exercise;
- the comprehensive and thorough nature of the quality assurance systems in place which are well-supported by documentation including the well-structured Quality Assurance Handbook;
- the manner in which staff participate in the quality assurance culture of the institution as evidenced by staff development and evaluation activity for a range of processes, in particular those relating to validation and examination board work;
- the close, partnership-focused management of its collaborative arrangements with its regional partners."

In addition, the Nursing and Midwifery provision within the IHSCP is subject to Annual Monitoring by the Nursing and Midwifery Council and this has consistently confirmed the quality of the provision and that the standards of the

regulatory body have been met.

In respect of the Non Medical Independent and Supplementary Prescribing course, part of the previous MSc Professional Practice, this was confirmed at the revalidation of the course and during the NMC Annual Monitoring review of the Practice Educator award.

External examiners reports for the two Masters programmes that this new Masters course has replaced - MSc Professional Practice and the MSc Health and Social Care have been supportive of the provision and the ethos of the programmes.

22 Career Opportunities and Links with Employers

The IHSCP work very closely with health, social care and social welfare organisations within Herefordshire and Worcestershire and beyond.

The course planning team is comprised of academic staff and colleagues from local health and social care providers, including service users and carers. Therefore, it reflects the contemporary nature of healthcare, social care and social welfare provision and delivery. Where appropriate, modules have been mapped to the Knowledge and Skills Framework which is a tool used within the NHS to enable individuals to move through gateways within the framework dependant on their knowledge and skills level. Certain gateways require the individual to have achieved a Masters Level qualification to enable them to apply for a post with a higher banding, and as a result, financial reward.

The University has close links with local health, social care and social welfare providers and some of the provision within this Masters Framework is directly related to meeting workforce needs and facilitating the development of new ways of working in health and social care.

Staff from the University undertake career development activities within local NHS Trusts in Herefordshire and Worcestershire to give them the opportunity to seek career advice, discuss a possible programme of study and, where possible, obtain advice and guidance in respect of seeking accreditation for prior learning. These events are in addition to the University Open Days/Evenings held periodically during the year, some of which also focus on postgraduate study.

Students who have undertaken modules within or completed the whole Masters programme have gone on to gain promotion within their organisations and/or taken the lead in developments within their organisations, some of which have involved significant cost savings to the organisation.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and

assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- Masters Programmes Handbook
- [Post Graduate Regulatory Framework](#)
- MSc Advancing Practice - Definitive Validation Document
- MSc Advancing Practice - Student Handbook
- University of Worcester web site – www.worcester.ac.uk
- Institute of Health, social care and Psychology web site – www.ihscp.ac.uk